

GOOD HEALTH POLICY
(Personal, Social & Relationships Education)

"Disabled persons have the inherent right to respect for their human dignity. Disabled persons, whatever the origin, the nature or the seriousness of their handicaps and disabilities, have the same fundamental rights as their fellow citizens of the same age, which implies the right to enjoy a decent life as normal and full as possible."

UN General Assembly Resolution - Declaration on the Rights of Disabled Persons 1971

"The aims of a Sex Education programme is to help students acquire knowledge, attitudes, understandings and values that will enable them to make and maintain close, personal and responsible relationships. It is not just about gaining knowledge of biological facts and functions, but about understanding and coping with the whole range of human needs and emotions, including the giving and receiving of affection."

Sex Education in Special Schools (Notts LEA) 1990

"The principles and entitlements of Sex Education apply equally to all young people, whatever their circumstances, and as such they apply to all categories of special educational need.

Of prime importance is the principle that assumptions are not made which automatically exclude groups of pupils from sex education. Judgments about the appropriateness of programmes of sex education should be made on an individual basis and after due regard for the wishes of parents and the policies agreed by the Governing Body."

Curriculum Guidelines for Sex Education in Nottinghamshire Schools 1991

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At Newark Orchard School, all staff are responsible for promoting Good Health Education (Personal, Social & Relationships Education).

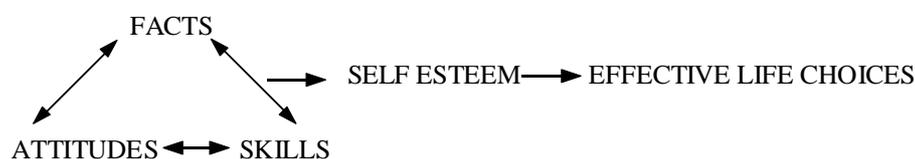
1 AIMS

- Newark Orchard School's Good Health Policy (Personal, Social & Relationships Education) aims to:
- Assist individuals to reach realistic goals.
- Enable all students to enjoy the company of others by developing social skills.
- Enable responsible attitudes to self and to others to be developed.
- Teach the students about their own bodies.
- Find ways to enable personal expressions and promotion of good health that best suit individual needs and abilities.
- Provide relevant information on staying healthy - both physically, socially, emotionally and sexually.
- Assist individuals to avoid being the victim or perpetrator of abuse or exploitation.
- Promote appropriate social and sexual behaviour.
- Provide information and help for individuals regarding good health (physically, socially, emotionally and sexually).
- To relate the Good Health Policy to other school policy statements, for example Equal Opportunities, Anti-Bullying, Smoking and Assertive Behaviour.

2 FEATURES

- The essential features which will be encouraged are:
- The development of skills which help individuals to use their knowledge effectively.
- The promotion of a healthy and safety conscious lifestyle.
- The promotion of the quality of life.
- The provision to encourage the physical, social and mental well being of the individual.
- The provision of information for the individual about what is good and what is harmful.
- To develop whole school aims and objectives which are owned and valued by the whole school community.

- To consider an honest approach to the problems for individuals in this area of the curriculum, including an admission that we live in an imperfect society.
- To develop curriculum guidelines for Health & Sex Education which are supported by current documentation, both National and LEA.
- To develop an approach which respects a person's ethnic origins, culture and religious values at all times.
- To take account of the special needs of any student which may make it more difficult to achieve harmony of physical, intellectual, emotional and moral development.
- To use a range of teaching strategies which require an active approach to learning which engages students in consideration of their own attitudes and feelings as well as acquiring knowledge and skills, as the diagram below shows:



3 STATEMENT OF INTENT

As a school, Newark Orchard School welcomes the opportunity to help each and every student develop to their full potential - physically, socially and personally.

At Newark Orchard School, the ethos of the school will promote a holistic approach to Good Health. The ethos of the school will value openness but will honour confidentiality. It will encourage staff to be role models for the students in matters pertaining to health, attitude to life and behaviour.

At Newark Orchard School, we will encourage a school which is safe, clean, smoke free, bright, welcoming and comfortable, with an acceptable level of noise and which reflects positive health messages through the school's life.

At Newark Orchard School, the curriculum will aim to empower children and young people in relation to their health, to encourage them to regularly review and evaluate their health - physically, socially, emotionally and sexually. The students will be encouraged to seek support and advice as appropriate, at any given time or stage in their development.

All differences between students will be celebrated and encouraged while helping to contribute to the student's own cultural, religious or family life.

Parents and carers are partners in the process and, wherever possible, should be party to the student's aims. The student is firstly a person in their own right and should be afforded opportunities to practise advocacy regularly, if not all of the time.

As a school, we will seek the advice and support of fellow education, health and safety professionals and exploit the opportunities available to us within our community which will support our Good Health Policy.

Every student at Newark Orchard School is entitled to a Good Health (Personal, Social and Relationships Education) programme which will lead on to encouraging as independent a life as possible and one which is appropriate for them as individuals.

As a school, Newark Orchard School welcomes the opportunity to work in partnership with parents/carers and professionals to promote the aims and features of the Good Health Policy (Personal, Social and Relationships Education).

4 SEX EDUCATION

At Newark Orchard School, it is recognised that Sex Education is a very emotive subject and demands that within our Good Health Policy specific reference is made to the philosophy, aims and objectives that underpin its delivery.

(The legal framework which offers the statutory position on Sex Education is contained within the Education Act 1996, the revised National Curriculum, the Learning and Skills Act (2000), the new Personal, Social and Health Education Framework (PSHE) and the National Healthy School Standards 1999 (NHSS). The Sex and Relationships Education Guidance replaces Circular 5/94. These documents inform the manner in which sex education is designed and delivered at Newark Orchard School.)

At Newark Orchard School therefore, the philosophy which serves to promote our Sex Education programme is reflected as follows:

"The importance of sexual relationships in all our lives is such that Sex Education is a crucial part in preparing children for their adult lives now and in the future as adults and parents. In Sex Education, factual information about the physical aspects of sex, though important is not more important than a consideration of the qualities of relationships in family life and of values, standards and the exercise of personal responsibility as they affect individuals and the community at large."

From HMSO Health Education 5-15 document

Throughout the Good Health Policy (Personal, Social and Relationships Education) Secondary Module 3 which is specifically on Sex Education, the content will be designed and delivered ensuring that information given is accurate and up to date, that materials and resources will be appropriate to the class group. Sexual activity will be referenced within the context of loving, caring relationships and family life, sensitive issues such as HIV/AIDS and other sexually transmitted diseases will be addressed with objectivity and a balanced approach which is non-judgmental.

The beliefs and traditions of individuals and their families will be respected. Questions from students to staff will attract an open and honest answer which is appropriate to the age and level of understanding of the child.

- Concerns from parents will be addressed quickly and sensitively.
- At Newark Orchard School, consistency of approach from significant adults within the school setting will support and promote attitudes, practices and understanding which have sensitive regard to the relationships which exist between children, their families and their friends.
- All parents/carers will be informed of the Good Health Module Sex Education and will be invited to attend parent/carer workshops where the content of the module will be shared with them. If any parent then chooses to exercise their right to remove their child from Sex Education classes, this will be respected.

5 CURRICULUM DESIGN AND CONTENT

Newark Orchard School is an Area Special School. The students who attend the school are aged between 3-19. All students have Statements of Education Need (1981 and 1993 Education Acts), their abilities are very individual and may include either moderate, severe, profound, multiple, communication or multi-sensory disabilities. The delivery of this curriculum area of Good Health (Personal, Social and Relationships Education) is therefore promoted and accessed in age appropriate and individual ways. Every student has the same rights to access an appropriate Good Health (Personal, Social and Relationships Education) curriculum.

- Individual differences will be addressed.
- Equality of opportunity is promoted at all times.
- It is the responsibility of each teacher to devise appropriate programmes which meet individual needs. The supporting curriculum material sets out aims and skills in a way that it is hoped will prove helpful and useful when planning an appropriate programme. Due consideration of the student's own home lifestyle and background will be given full consideration when planning is underway.
- Each teacher will develop and maintain records which will provide evidence of the student's progress and document their range of experiences.
- Each individual will be valued for their personal views, self worth and place in the society of the school and the community. Records of achievement will be valued positively and shared.
- Each section of the policy in practice is divided into recordable and distinct sections which support the core skills. The core skills are listed to offer advice and structure for teachers when planning individual educational programmes.
- In the Primary department, Good Health (Personal, Social and Relationships Education) will be taught by each class teacher utilising the nine topic cycle and the new Personal, Social and Health Education (PSHE) framework, starting from September 2000. The Primary department topic planners serve as a guide to help inform the teacher of a topic's potential in the area of Good Health (Personal, Social and Relationships Education). Each teacher in the Primary department is responsible for incorporating the advice given by the PSHE Policy Coordinator on a

termly basis and will organise the teaching in such a way that the individual needs of their students are taken into account.

In the Secondary department, Good Health (Personal, Social and Relationships Education) will be taught by the class teacher and other teachers by specific modules, incorporating the new Personal, Social and Health Education framework. Advice will be given by the PSHE Coordinator on a termly basis.

- The Secondary modules will address listed areas of intended and desirable development. They aim to develop skills, knowledge, concepts and positive attitudes to one's self and to others. The Secondary modules will address listed areas of intended and desirable development and include cross references to the core National Curriculum areas of Science and English. They are designed to be taught over a term and revisited annually. These may be supplemented at any time by Individual Education Programmes. These modules will be delivered weekly and form part of the normal timetable for the secondary aged students. Individual Education Programmes will be put into place by class teachers for specifically targeted areas of development. All curriculum material aims to develop skills, knowledge, concepts and positive attitudes to one's self and to others.

Teaching Methods

Full use will be made of drama, games and exercises in the delivery of the Good Health (Personal, Social and Relationships Education) curriculum. Students whose language and communication skills are limited need to be given experiential opportunities to grasp the notions implicit in this policy. Role-play is an extremely useful method of getting students to think and reason for themselves. It will be employed as a means of practising particular behaviour, for example when considering appropriate ways of meetings and greeting a variety of people or to explore awkward situations, like when people push in front of you in a queue or you want to go to the pub and your boyfriend wants to stop in. Problem solving through small group discussion will enable the curriculum material developed for this policy to be used to relate to the student's own experiences. Debate for students who have good communication skills is an extremely positive way of developing ideas and testing out personal views, for example when dealing with the issue of contraception you can discuss whose responsibility it is, but it is also necessary to have various contraceptives there to illustrate the wide range of options. Recapping, repetition and the opportunity to practice in a safe environment some of the skills learnt is desirable, but in some situations totally impracticable. Group of 1:1 teaching styles will be applied appropriately.

Assessment and Evaluation

Evaluation is a complex issue, particularly when it comes to the area of sexual and personal development. How can we assess a student's ability to make a reasoned decision about his or her personal, social or sexual behaviour? It could be argued that assessment is an infringement on personal and private lives. Even the process of assessing their assimilation of facts is difficult. At Newark Orchard School, teachers will use a variety of assessment procedures to record the skills of their students, such as: check lists, profiles, observational assessment and, where possible, student self-assessment. Objective based assessments will be used to monitor student's progress in practical tasks such as making a cup of tea, crossing the road, meeting and greeting new people etc. This method will also be used to assess the assimilation of factual material which in turn will indicate to the teacher the effectiveness of the programme and the techniques used. Assessment of

knowledge is problematic, as the presentation of explicit material can cause students anxiety or confusion which may in turn provoke a resistance to being part of the teaching session.

A lot of preparatory work on trust and language will be done before any intimate material is introduced. We will not be assessing a student's morality, as this is seen as an infringement of the student's rights and sensibilities. Open discussion on sexual matters can be seen as offensive if student's progress and clear sexual awareness forms a part of this discussion. Questionnaires will be devised to be used at the beginning and end of the module which will assess what has been taught and learned. Teachers will be encouraged to observe simulations or role-plays to make judgments regarding assimilation of taught objectives. Students will be fully involved in the whole process of assessment and will be encouraged to help the teacher evaluate the teaching programme and look at future goals.

Parents/Carers and Teacher's Rights and Responsibilities

Parents will be encouraged to take a full and active part in supporting the delivery of this curriculum area. They will be kept informed about the modules, the content and teaching styles used. Parents/carers who might object to the proposed curriculum would need to make requests for their children to be withdrawn from Sex Education to the Governing Body. It is important to note that statutory entitlement to withdrawal exists.

Many people will contribute to the development of student knowledge and understanding about good health, personal and social matters in general and sex education in particular. This will include parents/carers, teachers, special needs support staff and other professionals associated with the school. Sex Education in the context of a planned programme in personal, social and health education is primarily an educational issue and it is teachers who will inevitably play a central role.

The Primary staff will be afforded the support of the Policy and Curriculum Coordinator in the planning, recording, resources and evaluation of this curriculum area. It is recognised that the particular demands of the teaching styles and the explicit nature of the secondary curriculum approaches and materials that may be used may cause difficulties for some staff members. It is important that no member of staff is compelled to take part directly in the teaching aspect of the work. The staff who make a contribution will work directly with the Coordinator and have adequate training and briefing to feel at ease with the styles, approaches, content and materials used. Full support for staff will be available from the Newark Orchard School and the LEA.

The whole school community's understanding and commitment will be encouraged to ensure that this policy is effective.

6 THE CURRICULUM IN PRACTICE

The Primary topics which are termly are:

- | | | |
|-----------------------------|------------------------|----------------------|
| 1 Food | 4 Fun and fantasy | 5 Homes and habitats |
| 2 Me and my family | 5 Earth and space | 8 Living world |
| 3 Transport (out and about) | 6 People (who help us) | 9 Town and country |

At Key Stages 1 and 2, teachers will cover the broad themes of:

- a) Developing confidence, independence, responsibility and making most of own abilities.
- b) Preparing to play an active role as citizens.
- c) Developing a healthy, safer lifestyle.
- d) Developing good relationships and respecting differences between people.

1 Family and Community Life

Who am I/who are you?	Greetings - use of the telephone
Feelings/expressing feelings	Coping within a group
About me	Family
Community	Work

2 About Me

Labels or names of body parts	Body labels
Greetings/how to use body contact appropriately	
Relationships	Who are we?
Play/role play	Friendship
Coping with body contact	Personal hygiene

3 Sex - The Facts and Staying Safe

Sexual feelings	Menstruation/night emissions
Conception and birth	Sexual activity and responsibility
Life cycle: birth - death	Morality
Safety at school and in the community	
Personal autonomy	

At Key Stages 3 and 4, teachers will cover the broad themes of:

- a) Developing self-esteem.
- b) Developing a healthy lifestyle.
- c) Developing effective and fulfilling relationships.
- c) Citizenship

At Key Stage 4, a rolling two year programme has been introduced as follows

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Year 1</i>	<i>Legal System</i>	<i>Ethnic Identities</i>	<i>Human Rights</i>
<i>Year 2</i>	<i>Budgeting</i>	<i>Democratic & Non-Democratic Governments</i>	<i>Working to improve the community</i>

7 REFERENCES

Due regard was given to the following documents and publications when compiling this policy and curriculum material:

DFEE Sex Education in Schools Circular 5/94

Curriculum Guidelines for Sex Education in Nottinghamshire Schools 1991.

Sex Education in Special Schools (Notts LEA) 1990

The Three Schools Project (Appletongate, Carlton Digby & St Giles Schools Project 1988-1990)

Living your Life: A sex education and personal development programme for students with severe learning difficulties (LDA19)

HMSO Health Education 5-15 Document

UN General Assembly Resolution "Declaration on the rights of disabled persons 1971"

Sex Education and Counselling for Mentally Handicapped People (1983) - Ann and Michael Craft

Mental Handicap and Sexuality (1983) - Ann Craft

Sex and the Law - Family Planning Association

Asian Children and Special Needs - ACE

What kids really want to know about sex (1993) - Phillip Hodson

Sexuality and People with Intellectual Disability (1993) - Lydia Fegan, Anne Rauch and Wendy McCarthy

Education Act 1996 - HMSO Publications

Learning and Skills Act 2000

Personal, social and health education at key stages 3 and 4 QCA 2000

Citizenship DfEE QCA 1999

Sex and Relationship Education Guidance DfEE 2013

The National Curriculum Handbook for Secondary Teachers in England QCA 1999

The National Curriculum Handbook for Primary Teachers in England QCA 1999

Citizenship A Scheme of Work for Key Stages 1 and 2 QCA 2015

Citizenship A Scheme of Work for Key Stage 3 QCA 2015

Citizenship A Scheme of Work for Key Stage 4 QCA 2015

8 APPENDIX

CROSS CURRICULAR LINKS ACROSS ALL KEY STAGES

CITIZENSHIP AND PSRE AT KEY STAGE 1

CITIZENSHIP AND PSRE AT KEY STAGE 2

CITIZENSHIP AND PSRE AT KEY STAGE 3

CITIZENSHIP AND PSRE AT KEY STAGE 4

CROSS CURRICULAR LINKS ACROSS ALL KEY STAGES

All staff should promote learning of the knowledge, skills and attitudes in the Citizenship and PSRE curriculum. The following areas are particularly relevant to our students:

Taking and sharing responsibility

Feeling positive

- Reflecting
- Developing personal autonomy
- Personal care
- Learning from mistakes
- Making choices
- Taking part in group activities
- Developing relationships

CITIZENSHIP AND PSRE AT KEY STAGE 1

4 BROAD THEMES

1. Developing confidence, responsibility and making most of ability

express likes and dislikes
name and explore feelings
think about themselves ,recognise what they are good at and set simple goals

2. Preparing to play active role as citizens

contribute to paired and class discussion
recognise choices and rules
learn that people have needs
learn about the environment-what improves it and what harms it
contribute to the life of the school

3. Developing a healthy life style

make simple choices to improve health and well being
maintain personal hygiene
learn about infectious diseases
understand process of growing from old to young
name parts of the body and their uses
understand that products can be harmful if not used properly
know rules for keeping safe and people who can help them

4. Developing good relationships and respecting differences between people

recognise ways behaviour affects others
be able to listen to, play and work with others
identify and show respect for differences and similarities between people
recognise that families and friends care for each other
recognise that there are different forms of teasing and bullying and that bullying is wrong
know how to get help to stop bullying

CITIZENSHIP AND PSRE AT KEY STAGE 2

4 BROAD THEMES

1. Developing self-esteem, confidence, independence and responsibility/making most of abilities

- express opinions
- express positive things about themselves and achievements
- learn about change and making choices
- learn about puberty and feelings
- learn about people and jobs

2. Preparing to play active role as citizens

- contribute to class discussion about topical issues
- know why rules and laws are made
- understand consequences of antisocial behaviour including bullying
- know that there are different kinds of duties, responsibilities and rights at home, at school and in the community
- consider experience of others through drama
- take part in decision making eg School Council
- appreciate diversity of national, regional religious and ethnic identities within the UK
- look at how the media present information

3. Developing a healthy lifestyle

- learn about a healthy life style
- learn about bacteria and viruses
- understand about puberty and body changes
- learn about illegal and legal drugs and effects
- recognise risks in different situations and make judgements about appropriate behaviour
- learn about peer pressure and how to resist it
- know school rules relating to health and safety

4. Developing good relationships and respecting differences between people

- recognise that actions have consequences
- recognise others' feelings
- consider experiences and lives of other people living in other places and other times with different values and customs
- know that there are different types of relationships among family and friends
- recognise consequences of racism, teasing, bullying and violent behaviour and learn how to respond appropriately and how to ask for help
- recognise and challenge stereotypes
- understand that people's similarities and differences arise from cultural, ethnic/racial and religious factors as well as gender and disability

CITIZENSHIP AND PSRE AT KEY STAGE 3

4 BROAD THEMES

1. Developing self esteem

- recognise their strengths and achievements
- communicate their opinions
- develop personal power responsibly
- meet new challenges
- start to make choices more independently

2. Developing a healthy lifestyle

- learn about food and diet
- learn about exercise, fitness, rest and relaxation
- take part in drugs education
- recognise risks in situations and make safe choices
- communicate need for, or refusal of, help
- understand about puberty
- understand their own developing sexuality
- explore emotions and how to manage them
- learn about peer pressure and how to resist it

3. Developing effective and fulfilling relationships

- become aware of views, needs and rights of others
- learn about the nature of friendships and relationships, including sexual relationships
- develop skills for effective relationships
- learn about the experiences and lives of other people with different values and customs

4. Citizenship

- take part in the life of the school community
- participate in the School's Council by making views known on important issues
- contribute to discussion about topical issues
- understand that there are different kinds of duties, responsibilities and rights in different situations
- learn about laws and consequences of breaking them
- reflect on social, moral and cultural issues using imagination to consider the experience of others
- consider factors which affect people's similarities and differences-cultural, ethnic/racial and religious diversity, gender and disability
- become aware of concept of democracy-local and national
- explore how media presents news

CITIZENSHIP AND PSRE AT KEY STAGE 4

4 BROAD THEMES

1, Developing self esteem

develop independence in and out of school
express opinions about personal qualities
recognise their skills and how to improve them
discuss their achievements
participate in new challenges eg college work experience
learn how to plan for the future as an adult
learn about self presentation skills

2. Developing a healthy lifestyle

make choices about exercise and diet
learn more about human reproduction, pregnancy and birth
discuss parenting
learn about contraception and sexually transmitted diseases
learn where to obtain advice and information
understand how to deal with risky situations and how to cope in an emergency
understand the long term consequences of their actions

3. Developing effective and fulfilling relationships

learn how to cope with a wider range of relationships
deal with changing relationships including sexual relationships
respect views needs and rights of other people
respect the attitudes of people from different cultures ,races and religions

5. Citizenship

take active part in the school community
play leading role in Schools Council and decision making processes
take part in the life of the local community
become aware of cultural, ethnic/racial , religious, gender and disability issues
take part in discussions on topical issues, problems and events
explore and investigate public services and leisure services in the community
investigate electoral process and the role of local government
take part in projects in the school and in the community
learn about and experience some financial services and economic functions
develop some awareness of global issues
become aware of how the media presents news and information